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Descriptions of suggested teaching procedures are given for each item in the "Reading Skills" sequence of the "Junior High School English Course of Study" (Los Angeles City Schools publication X-66). This information includes suggested diagnostic procedures such as standardized tests, observation of pupils, oral reading surveys, and silent reading with a comprehension checkup; a specific plan for teaching a reading lesson; and suggested procedures for teaching comprehension skills, vocabulary development skills, and locational skills. (JB)

IMPROVING READING SKILLS IN REGULAR ENGLISH CLASSES GRADES 7-9

An Instructional Bulletin

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U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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LOS ANGELES CITY SCHOOLS
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TO THE TEACHER

This instructional bulletin contains descriptions of suggested teaching procedures for each item in the "Reading Skills" sequence which appears in the Junior High School English Course of Study (Publication No. X-66). It is not intended that all the procedures be used, but it is hoped that the teacher will select those most effective in terms of class needs.

Some Considerations in Teaching Reading Skills

1. A few very capable pupils develop reading skills in the process of reading widely. Most pupils must be taught the skills.

2. After pupils have developed skills and practiced them in reading assignments not related to the unit, they should apply the skills in those assignments which are a part of the unit.

3. Sometimes, pupils develop a dislike of reading as an outcome of reading instruction. To prevent such a result, the teacher should select practice material which is worth reading, which is related to the unit, and which can involve pupils emotionally.

Sequence

The order in which the skills have been presented in this publication does not indicate the order of difficulty. Any one skill may be taught at many levels of difficulty. Teachers may, therefore, teach the skills in any order.

Additional Information

Additional information about teaching reading appears in Course Outlines for Basic Reading, Reading Improvement, Power Reading (Publication No. X-8). Although this publication was developed for use in special reading classes, it contains information useful to the teacher of regular English classes.

Specificity

It is recommended that the teacher emphasize a single skill in each lesson.

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SUGGESTED DIAGNOSTIC PROCEDURES

What reading skills has each pupil developed already? Which reading skill has he developed fully? Some diagnostic procedures are suggested in this section.

Standardized Tests

The results of standardized tests are of limited value in answering the above questions, but they do provide other information:

1. The general class reading level and the range of achievement

2. The reading level of the individual pupil

Observations While Pupils Read

Early each semester, assign a brief selection for silent reading. Walk around the room quietly, noting some of the reading characteristics, such as facial expressions, changes in bodily posture, use of fingers, eye movement, enthusiasm, interest, and reading rate. Note any pronounced reading behavior. This short period of observation will supply many hints about the general ability level of a class and about pupils with special reading problems.

Oral Reading Survey

Early each semester, organize class members into small groups, and ask them to read suitable material orally. (In general, if pupils fail to read correctly more than one out of twenty consecutive words, and if there is evidence of poor comprehension as the selection is discussed, the material is probably too difficult.) As each pupil reads, note on a 3" x 5" card or on a chart pertinent information for planning future instruction. For example, consider such items as the following: word-recognition difficulties, such as omissions, substitutions, reversal errors, inability to use context clues, mispronunciations, words not attempted; repetitions, disregard of punctuation, inability to group words into phrases; finger pointing, head movement, lack of voice control, fright.

Silent Reading With Comprehension Checkup

Instruct pupils to read a brief selection silently, and administer a short comprehension quiz. It should include questions which will indicate comprehension in some of the following areas: (1) facts stated, (2) author's opinion, (3) inference, (4) central idea, (5) supporting details, and (6) words in a particular context.

A SUGGESTED PROCEDURE FOR TEACHING A READING LESSON*

This section describes the steps in a fully developed reading lesson and provides specific suggestions about each step. Teachers should frequently present such fully developed lessons. However, not every lesson should be this complete because:

1. Teachers will often present directed reading lessons, each directed toward learning and practicing a single reading skill.

2. When the unit-approach is used, the motivation and purposes are often "built in" and need not be treated as separate steps.

Teacher Preparation

1. Read the story, article, or chapter in advance.

2. Make a quick notation of vocabulary ease or difficulty for the class.

3. List on the chalkboard the new or most difficult words, or the most abstract concepts.

4. Consider the purposes of assigning the reading; select one objective, and write it on the chalkboard in language understandable to the specific class.

5. Attempt to find ways to relate the reading of the selection to pupil's past experiences--real or vicarious.

6. Consider how this reading will be integrated with the pupils' past experience, and determine what content might be new to pupils.

7. Consider how best to motivate pupils when they read the assignment.

8. Make a final determination of the purposes for reading.

Steps in Teaching a Reading Lesson

Step One. MOTIVATING: readying and relating
Step Two. PURPOSING: presenting a problem or question which can be answered through reading
Step Three. ANTICIPATING DIFFICULTIES: pre-teaching the meaning and pronunciation of difficult words

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*Adapted, with permission, from material developed by Walter Lansu, Administrative Coordinator, Specially Funded Programs. Division of Secondary Education.

Step Four. SILENT READING: developing a reading skill
Step Five. CLINCHING: determining whether pupils have learned from the reading
Step Six. FOLLOW-UP: answering questions and re-reading

Suggestions for Utilizing Steps in the Sequence

1. MOTIVATING. A motivation activity should involve pupils both emotionally and intellectually in the reading activity which is to be undertaken. It should build a desire on the part of the pupil to read the assignment.

   Some Motivational Devices:

   Present a pertinent oral question, and lead a discussion concerning possible answers. The discussion should guide the pupil to consider a significant aspect of the author's work.

   Relate briefly an experience which is within the pupils' level of experience and which ties into the general theme of the reading. Ask pupils to tell about similar experiences.

   Show a picture, object, article, map, filmstrip, film, or book which is pertinent to the reading assignment.

2. PURPOSING. During this step, the teacher clearly establishes for pupils the reason for reading the selection. Some sample purposes are: for pleasure, for information, for extension of information on a general subject, or for development of a new reading skill.

   Some Purposing Activities:

   Before the lesson is initiated, write on the chalkboard a statement beginning, "Read to find out . . . . . ." The statement can be as subtle as the group is competent in reading. It may be either fact or opinion, or both, if they are clearly distinguished. The pupils may be asked to write the answer, or just to discuss it orally.

   Instruct pupils to restate the assigned purpose in their own words.

   Ask pupils whether there are any questions. If there are, clarify the purpose.

3. ANTICIPATING DIFFICULTIES. Write key vocabulary words on the chalkboard. Pronounce them. Examine them in a context similar to that in which the pupil will encounter them in the assigned reading. Explain the meanings, and write brief definitions on the chalkboard.

   In working with low-ability groups, use techniques best suited to them. Say: "Any volunteer may draw a circle around the word, if he can correctly pronounce and define the word of his choice." Continue until all the vocabulary words that you have written on the chalkboard have been circled.

4. SILENT READING. Arrange for pupils to have ample time to read in class, because it is important for them to develop a feeling of completion and satisfaction. Provide rapid readers with additional, exciting reading, or with other activities.

5. CLINCHING. During this step, restate the motivating and purposing questions; then ask pupils for the answers, and request that they support the answers by reading from the selection.

   Some Clinching Activities:

   Ask pupils "How" and "Why" questions. Impress them with the responsibility of telling what the selection actually says, and of not guessing.

   Ask pupils to read aloud the part or parts upon which they base their opinions. The teacher may ask, "Do we really know that? How? What else do we need to know?"

6. FOLLOW-UP. Note that the follow-up step may take place on the same day that the assignment is completed, as assigned homework, or as a complete lesson on the next day.

   Some Follow-up Activities:

   Instruct pupils to write answers to the <u>who</u>, <u>when</u>, <u>why</u>, <u>where</u>, and <u>what</u> questions relating to the lesson.

   Ask pupils to re-read the selection to consider a new purpose.

   Develop a new lesson on the same story. The new lesson might concern making inferences (discovering author's intent), or on finding facts which are hidden (How do you know that . . .? How can you prove that . . .? What is really meant by . . .?)

SUGGESTED TEACHER PROCEDURES

A. Comprehension Skills

For the following activities, use whatever materials the pupils are reading as part of the work of the unit, provided that the materials are appropriate.

1. Following directions

   a. Write on the chalkboard, or ditto, directions for the class to follow. Begin with one-step directions, such as "Write your name on a sheet of paper." Proceed with two-step directions, such as "Write a sentence, and underline the subject or the verb." Next, introduce multi-step directions, such as "Turn to the index; find the entry Agreement; write the subheadings on a sheet of paper." After pupils have demonstrated an ability to handle multi-step directions, introduce directions for which the number of steps is not stated explicitly, such as steps in making a model airplane, or directions from home to school. Schedule such drills throughout the semester.

   b. Take advantage of actual assignments (literature assignments, library lessons or procedures, steps to follow in writing a paragraph, directions for completing an exercise in a language book) to teach the skills of following directions.

      (1) Point out the importance of recognizing key words in a sentence and the order of the key words within the sentence. The verb, or action word, which tells what should be done comes first. The name word which tells the part under discussion, follows the verb. Instruct pupils to underline the action words and the name words in directions. Then ask pupils to read the directions orally, emphasizing the underlined words.

      (2) Teach the importance of sequence in following directions. Request that pupils number each step in an assignment or direction, or ask them to rewrite the assignment or direction, allowing a separate space for each item.

2. Following a sequence of events or ideas

   a. Refer to the activities suggested for "following directions" above. The activities suggested may be adapted for use in teaching orderly sequence of events or ideas.

   b. Help pupils to understand the importance of sequence in some of the following activities: cooking a meal, performing daily activities, constructing a house, starting a car, telling a joke, playing golf.

      What would be the result if a part in the sequence were left out? If it were out of order in the sequence? Cite an example. Why is sequence important?

c. After pupils have read a literary selection, ask them to list:

(1) The events in sequence

(2) The ideas in sequence

(3) The revelation of a character in the order in which the information is revealed

3. Understanding the literal meaning

a. After pupils have read a short literary selection, ask them to paraphrase the difficult sentences, paragraphs, and passages; and, finally, the entire selection. Insist that the paraphrasing contain only information which is actually stated in the selection.

b. Write on the chalkboard a set of questions which will reveal the pupils' understanding of what is actually written. Ask pupils who complete the assignment early to write the answers. When all pupils have completed the reading of a selection, discuss the answers.

c. Help pupils to develop the habit of asking themselves "Who? What? When? Where?" as they read a literary selection; in addition, class members should ask, "Why? Who is speaking?"

4. Locating and understanding the main idea

a. Teach the reading skill of locating and understanding the main ideas by employing some of the following suggestions. Beginning with a single paragraph from a literary selection, ask pupils to:

(1) Find the key sentence, the one which best expresses the main thought, in the paragraph.

(2) Write a title or marginal heading or headline for the paragraph.

(3) Phrase a good question about the paragraph.

(4) Complete the sentence, "The main idea of this paragraph is _____."

b. Later, as pupils demonstrate competence with single paragraphs, arrange activities with multiple paragraphs and complete literary selections. Ask pupils to:

(1) Find the key sentence or idea in each of several paragraphs from a literary selection. Then, instruct class members to suggest generalizations which would include the main ideas of all paragraphs.

(2) Read a complete short story, poem, or essay. While the pupils read the literature, write on the chalkboard three ideas. One idea should offer too narrow an interpretation; one should provide too broad an interpretation; and one should accurately state the main idea in the selection. Ask pupils to label each as too broad, too narrow, or accurate and to state the reasons for their choices.

c. Select a brief magazine article, and cut the title from it. Reproduce it, and ask pupils to decide upon a suitable title of their own. Request pupils to compare their own titles with the original.

5. Locating the subordinate parts

a. Help pupils to understand the meaning of the word subordinate (sub = under ordinate = order or rank). Elicit as many situations as possible in which the concept of subordination is used; for example, work, military service, discipline, grammar. Demonstrate subordinate parts in both sentences and paragraphs.

b. Ask pupils to read a paragraph in a literature selection to discover the topic sentence or main idea. Then instruct pupils to select the minimum details necessary to understand the main idea.

c. After pupils have read a literary selection, elicit three or four main ideas from the selection. Ask the class to agree on details necessary to understand the main ideas. Help pupils to understand that details should not be treated as separate facts but as support and expansion of the main idea.

d. After they read a literary selection, ask pupils to answer questions about the details, such as the following:

Where does the story take place?
When does the story take place?
Who is in the story?
What is the story about?
Why did the incidents happen?
Who is telling the story?

6. Recognizing the relationship between the main idea and subordinate parts

a. Help pupils to visualize the relationship between the main idea and subordinate ideas by:

(1) Drawing a wheel, the hub representing the main idea and the spokes representing the subordinate ideas.

(2) Cutting up a picture containing details and grouping the details according to similarities. (A flannel board is helpful.)

(3) Displaying a picture containing many details. Ask pupils to identify important details and to describe their importance to the painter's main idea, or theme.

b. Ask pupils to read a paragraph and to find the key sentence or main idea. Then request that the pupils analyze what each sentence adds (1) to the sentence which it follows or (2) to the idea expressed in the key sentence.

c. Use exercises in authorized textbooks and in "kits," in which pupils are asked to select main ideas and supporting details.

7. Noting and understanding the use of transitional words, phrases, and sentences

   a. Help pupils to note and understand the ways in which sentences and paragraphs are linked. After pupils have read a literary selection, ask them to point out how each sentence in a selected paragraph has been linked by words or phrases to the one preceding it. Help pupils to discover common transitional words and phrases, such as first, second, last, at the same time, in the meantime, after, as soon as, next, then, at first, at last, after that, before long, soon, a little later, meanwhile, when, finally, afterward, for example, to begin with, on the other hand, despite this, as a result.

   b. Ask pupils to find sentences and paragraphs which are linked by repetition of key words or their synonyms and by repetition of a pronoun.

   c. Note that additional activities and drills related to transition in composition are provided in grammar textbooks.

8. Recognizing clues which help unlock meaning, including word order, sentence structure, structure of entire work

   a. To help pupils recognize the importance of subject and predicate for sentence sense and meaning, write a few subjects or a few predicates on the chalkboard. Discuss the absence of meaning in a single part. Speculate on the importance of understanding subject and predicate relationship to reading comprehension.

   b. Help pupils to recognize that a sentence, no matter how complicated, has a simple subject and a simple predicate. Show them how modifiers hide the subject and predicate. Instruct pupils to practice finding simple subjects and simple predicates--first in unexpanded sentences, next in expanded sentences, and, finally, in more complicated sentences from the literature under study. Emphasize that understanding sentence structure helps to unlock meaning.

   c. From time to time during directed reading lessons, examine sentences which have delayed subjects (adverbial clauses, prepositional phrases, verb phrases as introductory elements), inverted subject-predicate (sentences beginning with here, there, where), and questions. Help pupils to identify simple subjects and predicates in such sentences.

9. Understanding the connotative force of words

   a. Instruct pupils to consider the meaning of the same word to two persons living in different parts of the world. For example:

      winter to an Alaskan boy and a Hawaiian boy

      cold to a Puerto Rican boy and a Canadian boy

<u>rain</u> to a boy from the Amazon jungles and a boy from the Gobi Desert

<u>sand</u> to a girl from Malibu and a girl from the Sahara Desert

What causes people to respond so differently to the same word?

b. Copy on the chalkboard pairs of words similar to those below. Ask pupils to explain the differences in their connotation.

take, seize
slender, thin
stubborn, determined
agreeable, yes-man
vandals, high-spirited boys

Discuss the power that words have. Would it be advantageous for a politician, an advertising agent, and an author to make use of the connotative power of words? Why? Is it important for the citizen, the consumer, and the reader to understand the connotative power of words? Why?

c. During directed reading lessons or follow-up discussions, ask pupils to check key words that the author has selected to describe a character. How does the author reveal the character through his choice of words?

d. Instruct pupils to examine a paragraph or a passage from Poe or another author whose words convey exact emotional content. Ask pupils to substitute synonyms for the emotionally charged words. What effect do the substitutions make upon the overall effect of the paragraph or passage?

10. <u>Understanding the extension of meaning through figurative language</u>

a. Write on the chalkboard several sentences similar to those below. Underline the figurative word or phrase. Ask pupils if the underlined words literally mean what they say. Instruct pupils to suggest additional words and phrases.

I almost <u>died</u> laughing.

Boy, was he <u>burned up</u>.

She acts <u>high-hat</u>.

Their team <u>crumbled</u>.

She has him <u>under her thumb</u>.

The line was <u>like a brick wall</u>.

Sarcasm is a <u>dangerous weapon</u>.

Ask pupils: What is happening here? What is the importance of understanding figurative language? What would be the limitations if we did not use it? What would be the dangers of interpreting figurative language literally? Why is there an extension of meaning through the use of figurative language?

b. As pupils encounter figurative language in a literary selection read in class, ask them to paraphrase the meaning and to describe the picture which is created as they read.

11. Detecting the effect of the context of time, place, situation on author's meaning

a. Arrange for pupils to begin reading assignments together until time, place, and situation are fully understood.

b. After pupils have completed a reading assignment, discuss what effect a change of place, time, or situation would have on the overall impression.

12. Identifying the author's tone and mood and understanding its effect upon meaning

a. Discuss the meaning of mood in several different contexts, such as a musical selection, a film, a magazine picture, or a poem. Help pupils to understand mood as a particular state of mind, especially one that is affected by emotion.

b. Help pupils to understand the way in which an author develops mood. After the pupils have read a selection with a well-defined mood, ask them to list words which carry an emotional impact. Write the words on the chalkboard. Discuss the mood created by the author's choice of words.

c. Ask pupils to analyze the mood of a literature selection read in class. What emotion-packed words or phrases does the author use? What is the mood which is created? How does the mood contribute to the story's overall effect? Can setting affect mood? How?

13. Detecting bias, prejudice and differentiating between fact and opinion

a. Write on the chalkboard a series of statements, some of which are factual and some opinion. For example:

The noon dance was a failure.

Fifty students attended the noon dance.

Discuss each statement, and arrive at a definition of fact and opinion. Discuss the consequences of accepting opinion for fact. Request that pupils cite examples from their own experience.

b. Ask each pupil to select a newspaper item and to distinguish between statements which are fact and statements which are opinion.

c. Write, or ditto, a set of movie reviews as if written by an advertising agency, a star in a film, a religious leader, and a movie critic. Discuss each in terms of the author's bias. What is bias? Why should the reader be conscious of possible bias?

14. Making inferences and drawing conclusions from materials read

a. Arrange for pupils to have experience in making inferences and drawing conclusions. Begin with one- or two-sentence excerpts. As pupils demonstrate ability to handle the short exercises, provide them with paragraphs, passages, and, eventually, entire works. An example of a short exercise appears below.

> "The boy was looking at the ground, kicking a rock with the toe of a battered shoe. 'I suppose all the pups are sold,' he said." What is the boy interested in?
>
> (1) a pair of new shoes
>
> (2) selling the pups
>
> (3) keeping one of the pups

Use excerpts from literature under study, either in directed reading lessons or as a follow-up activity.

b. Assign a reading selection, and instruct pupils to read until they understand the conflict. Ask them to speculate on the outcome, supporting each inference or conclusion presented by quoting from the selection.

c. After pupils have read a story, present a series of possible actions that a character might take if the story were extended. Discuss with the class the likelihood of the character's taking such an action. Require support from the selection for each conclusion.

15. Making generalizations warranted by information and reasoning

a. Distribute copies of a worksheet containing some specific facts and some generalizations. For example:

> Most artists are temperamental. (A generalization)
>
> Mr. Barnes is an artist. (A specific fact)

Help pupils to recognize the difference in the two statements and to arrive at a definition of a generalization. (A generalization is a statement which groups together similar occurrences or objects into a class.)

Ask pupils to cite examples from their own experience in which they have made a generalization about people or a group of people, types of movies, types of television shows, books, types of music, types of art, types of sports, types of athletes, types of pupils, and types of outdoor recreation.

Under what conditions can a generalization be a dangerous statement?

b. After pupils have read an article or other literary selection, provide them with a choice of several generalizations. Help the class to decide which are warranted by information or argument presented in the work itself.

c. After pupils have read a selection, ask them to suggest a generalization about the theme, characterization, author intent, or some other aspect. Discuss the pupils' generalizations on the basis of the content of the selection.

B. Vocabulary Development Skills

For the following activities, use whatever materials the pupils are reading as part of the work of the unit, provided that the materials are appropriate.

1. Deriving meaning of unknown words from contextual clues

   a. Before assigning a selection, anticipate the key words which might cause comprehension difficulty. Copy the sentences containing these words on the chalkboard, or refer pupils to the page and line in the text. Discuss the context clues which reveal meaning. For example:

      The balloon ascended to a height of 300 feet.

      Some cheeses remain fresh for weeks, while butter becomes rancid within a few days.

      Encourage the use of the dictionary to check the accuracy of context clues.

   b. Help pupils to recognize words which warn the reader that a definition follows. Some examples are means, is, consists of, such as, like, for example, especially, in other words. Whenever applicable, direct pupils to use such words as clues to determine the meaning of unfamiliar words in selections read in class.

   c. Help pupils to recognize sentence structures which reveal meaning. For example:

      The Empire State Building, the tallest inhabited structure in the world, was erected in 1930-1931. (appositive)

      Some employers hire apprentices who learn as they work. (adjective clause)

      Encourage the use of a dictionary to check the accuracy of a context clue. Whenever applicable, ask pupils to use sentence structures as clues to determine the meaning of unfamiliar words in the selection read in class.

2. Deriving meaning of unknown words through knowledge of roots, suffixes, and prefixes

   a. Write a root word, such as port, spect, chron, or graph, on the chalkboard. Ask pupils to name words which contain the root. Discuss:

      How meaning is changed when the prefix or suffix is removed

      How knowledge of structure gives insight into meaning of unknown words

b. Write a root word and several prefixes on the chalkboard. Ask pupils to combine each to form a new word. After pupils have combined the two, ask them to write the definition. For example:

trans — transport = to carry across

in

PORT

ex

re

Whenever applicable, instruct pupils to use their knowledge of roots, prefixes, and suffixes to determine meaning of unknown words in the selection read in class.

3. Distinguishing words with multiple meanings

a. Before pupils begin a reading assignment, instruct them to examine key words which have multiple meanings. Help pupils to understand that words change meanings as the context changes. Point out that reliance upon a single dictionary definition will lead to problems of comprehension.

b. Alert pupils to the fact that some words have multiple meanings which change with the context. Provide practice with such words as open, ground, master, fair, bank. Ask pupils to use each word in a sentence. Ask them to share sentences, noting the multiple meanings.

4. Recognizing words

a. Take time at the beginning of a reading assignment to build readiness. Select words that may be difficult or unfamiliar, and ask pupils to examine them, using various word attack approaches, such as pronunciation; smaller words in larger ones; roots, suffixes, and prefixes.

b. Help pupils to build their sight vocabulary in the following way. First, introduce the pupils to a difficult word from the reading assignment in its contextual setting. Next, provide a short drill in recognizing the word out of context. Lastly, reintroduce the word in context. Use the words from the reading selection which may cause difficulty for pupils.

5. Deriving the meaning of words through a study of their history, origin, and derivation

   a. Stimulate an interest in words and a desire to know more about them by discussing word histories, origins, and derivations. Select words from reading assignments whenever possible. Discuss the insight into meaning that the word history provides.

   b. While pupils are studying the histories, origins, and derivations of words, develop the important concept that word meanings constantly change. Use such words as silly and awful to demonstrate the concept.

   c. Before pupils begin a reading assignment, ask them to examine those words that may cause difficulty. Discuss the history, origin, and derivation of the words, if this procedure will lead to insights into the meanings of the words.

6. Using the dictionary

   a. Assign a pupil to prepare an oral report on how dictionaries are constructed. After the report is presented, conduct a discussion to emphasize the fact that a dictionary is a record of the meaning that people have given to words.

   b. Administer practice drills in alphabetizing. Ask pupils to determine which letters appear in the first half, the last half, the first and second fourths, and the third and fourth fourths. Provide pupils with enough practice so that they will be able to turn to any letter desired.

   c. To help pupils recognize the value of guide words in using the dictionary, administer a pretest, teach use of guide words, provide practice in use of guide words, and then administer a post test. The results should convince pupils of the importance of using guide words.

   d. At intervals throughout the semester, conduct lessons in the use of the dictionary. For example:

      Pronunciation
      Definition
      Etymology
      Synonyms, antonyms
      Prefixes, suffixes, roots

C. Location Skills

For the following activities, use whatever materials the pupils are reading as part of the work of the unit, provided that the materials are appropriate.

1. Using the parts of a book, such as indexes, tables of contents, glossaries, bibliographies, etc.

   a. Ditto, or write on the chalkboard, questions which require pupils to use the table of contents in one of their textbooks. Questions similar to the following are appropriate:

      (1) How many main topics are discussed in this book?

      (2) What seems to be the main theme of the book?

      (3) On what page would you begin to read to find information about each of the following topics?

         (a) _____

         (b) _____

   b. Ditto, or write on the chalkboard, questions which require pupils to use the index in one of their textbooks. Questions similar to the following are appropriate:

      (1) What subtopics are listed in the index under the entry "letter writing"? How are topics and subtopics arranged?

      (2) On what pages would you expect to find information which would be helpful in revising your composition?

      (3) You need to know how to use the atlas as a reference source. "Atlas" is not an entry listed in the index. What other topic might contain "atlas" as a subtopic? (reference books)

   c. Begin with a problem for which an answer appears in a textbook used by the class. Ask pupils to suggest headings under which the answer might be located. After the most probable headings have been suggested in discussion, instruct pupils to look for the headings in the index.

2. Finding books in the library according to library classification

   a. Before a class visit to the library, assign each pupil two or three call numbers. During the visit, instruct each pupil to examine books which have the call numbers and to generalize about all the types of books classified under that number. On the next day, discuss the findings and generalizations. Follow up the discussion with a practice lesson in use of the Dewey Decimal System.

b. After pupils have studied how to use the card catalog, arrange for a follow up lesson during a visit to the library. Assign each pupil a topic which requires him to find in the card catalog two or three books about the topic. Check the card catalog before making the assignment. Some examples of topics are history of language, development of an international language, an American author, a literary period, a literary genre, and various other literary or language topics.

3. Making intelligent use of reference sources

a. After pupils are familiar with the organization and uses of the encyclopedia, assign short exercises which require using the encyclopedia as a reference source. All pupils should learn that:

(1) Labels on the backs of volumes help the user to determine in which volume his subject will be covered.

(2) Guide words in the upper corner of each page indicate the first and last subject on that page.

(3) All subject headings are arranged alphabetically.

(4) Cross references indicate sources of additional information.

(5) The index volume lists subordinate topics as well as more inclusive topics.

Help pupils to understand that encyclopedias can be used best as a general background source for papers and talks and as a source of other types of information.

b. Conduct several brief lessons on the use of the Readers' Guide before assigning exercises involving its use. Consult the school librarian regarding suggested materials for use in developing skill in using the Readers' Guide.

4. Using multiple materials in place of a single textbook

a. When possible, teach the advantages of using multiple sources in place of single reference books in conjunction with the preparation of brief oral or written reports which are germane to the content of the English units. For example:

A7 Imagination	- Compare the creation myths of several primitive societies. - Write a brief report on how man has used myths for various purposes. Illustrate each by reference to an actual myth.

A8 Mass Media	- Prepare a brief report on the development of newspapers, printing, television, or another topic related to the mass media. - Prepare a short biographical sketch of a famous American journalist. Indicate his major contributions to journalism.
A9 Marvel of Language	- Trace the development of standardization in spelling. Relate it to technological developments in printing. As a result of your findings, speculate upon future changes. - Write a short paper on the futile attempts to develop an international language.

b. Refer to Research Skills and Library Resources, (Publication No. SC-614), for additional suggestions.